

School Plan for Student Achievement Template

The instructions and requirements for completing the School Plan for Student Achievement (SPSA) follow the template in the [SPSA Template Instructions](#).

School Name	County-District-School (CDS) Code	School Site Council (SSC) Approval Date	Local Board Approval Date
Oak Ridge Elementary School	43 69625 6088306	May 14, 2024	June 20, 2024

Plan Description

Briefly describe your school’s plan for effectively meeting the ESSA requirements in alignment with the Local Control and Accountability Plan (LCAP) and other federal, state, and local programs.

At Oak Ridge School, we believe that every student can achieve at high levels. As our vision states, “Oak Ridge is a safe, welcoming, and inclusive school that fosters a collaborative community of learners ready for the 21st century. Through our core curriculum in language arts, math, social studies, science, and social emotional learning, our students can gain the skills in critical thinking, creativity, collaboration, and communication that will help them succeed in school and in college and career. Therefore, a fundamental aim of our educational programs is to ensure that each student possesses the competence and confidence that would guarantee success at the next level. This plan is our roadmap for building and sustaining a strong and effective instructional core in every classroom. It is our articulation of the vision for student learning outlined in our district’s Five-year Strategic Plan.

Effective teaching, capable instructional leadership and strong relationships are crucial to realizing our community’s hopes and dreams for student learning and development. With a dynamic staff, dedicated families, and an involved community, Oak Ridge is committed to a culture of equity, inclusivity, and academic excellence. This focus articulates the teaching practices, leadership practices and organizational practices that have become the norm throughout our school system. Our focus expresses our collective responsibility for student learning and motivates us all – school, home, and community – to collaborate in ways that will turn our good intentions into strong results for students.

We work closely with educational partners throughout the district and analyze student performance data on an ongoing basis. Five goals, outlined below, have been identified as the focus within our current three year LCAP plan to improve outcomes for all students.

Goal 1 - All students will be proficient in meeting and/or exceeding all Common Core State Standards.

Goal 2 - We will accelerate the academic achievement toward meeting or exceeding standards for English Learners (EL), low socioeconomic disadvantaged students, Foster Youth, and students of color, as well as increase the language proficiency for EL.

Goal 3 - We will provide an inclusive learning environment for students with disabilities to best support social, emotional and academic development.

Goal 4 - We will actively engage parents and community members in supporting the implementation of CCSS instruction and providing input to program decisions.

Goal 5 - School and classroom environments support learning, creativity, safety, and engagement.

Educational Partner Involvement

Involvement Process for the SPSA and Annual Review and Update

At Oak Ridge, we also continued to gather educational partner input by utilizing monthly online parent meetings. Parents continued to engage online as a preferred method of meeting and we found that this practice of having our parents and families engage from their home or workplace provided a better method to engage parents who typically in the past did not have access to in-person meetings. We are proud to see the level of educational partner engagement at Oak Ridge and plan to continue with the virtual meetings for the 2024-2025 school year.

Presentations to educational partners included:

Oak Ridge School Staff

School Site Council

Hispanic Parent Club

Home and School Club

English Language Advisory Committee

The School Site Council approved the SPSA on May 14, 2024.

Comprehensive Needs Assessment

Data shows that students with disabilities, English Learners, and Hispanic students have lower rates of academic progress in English Language Arts. The 2023 CA Dashboard levels for these student groups is orange (low) which indicates a need for increased academic support around English Language Arts. In reviewing this data with teachers and during parent group meetings, it has been determined that additional small group instruction for these populations will be necessary with a focus on utilizing designated and integrated ELD to target specific needs for this student population.

Data shows that students with disabilities, English Learners, and Hispanic students have lower rates of academic progress in Math. The 2023 CA Dashboard levels for these student groups is orange (low) which indicates a need for increased academic support around Math. In reviewing this data with General Education, Special Education and support staff teachers, it has been determined that ongoing professional development around the areas of the new California Math Framework, Standard Mathematical Practices and Mathematical Language Routines will support students with developing foundational math skills.

Data shows higher rates of chronic absenteeism for English Learners, students with disabilities, and socioeconomically disadvantaged students. The 2023 CA Dashboard levels for these student groups are red (ELs) and orange (SWD and SED) which indicates a need for increased support around chronic absenteeism. In reviewing this data with both General Education and Special Education teachers, and support staff, it has been determined that we will continue to educate our community on the importance of attendance, work in partnership with parents to create SART contracts to improve school attendance, and offer rewards and incentives to students that show improvement in their attendance.

Goals, Strategies/Activities, and Expenditures

Goal 1

Goal #	Description
Goal 1	All students will be proficient in meeting and/or exceeding all Common Core State Standards. All teachers are implementing Common Core standards, strategies, and materials.

Identified Need

With the implementation of CCSS, SBAC and district iReady assessment, we are finding that our students are showing gaps in reading comprehension, writing and foundational math skills. We plan to focus our professional learning communities on reading, writing and math. This year, with a new math curriculum adoption, professional development will be provided as needed. Supplemental curriculum and supplies will be purchased to support whole class, small group or individual intervention to enhance the achievement and close the educational gap between foundational literacy and math skills.

Furthermore, as a result of distance learning and distance teaching, teachers have become more adept in using technology and related apps to provide additional supplemental resources to the district adopted curriculum. Technology is integrated throughout the day and students are using multiple platforms to research, produce, and show their learning. As technology becomes a more and more significant part of everyday life, it's also apparent that it's here to stay in the world of education. Mobile devices, online solutions, and the plethora of apps for education are helping teachers and students deepen learning and collaborate in the classroom. The use of technology supports our students in becoming proficient in the Common Core State Standards.

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	2021-2022 Data	2022-2023 Data	2023-2024 Data	Desired Outcome for 2024-2025
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SBAC Scores	ELA- 56% on or above grade level Math- 50% on or above grade level	ELA- 51% on or above grade level Math- 48% on or above grade level	Available August 2024	Annual Growth of 3% overall
CA Dashboard Academic Indicator	ELA Status- Medium Math Status- Medium	ELA- Yellow (Low) Math- Yellow (Low)	Available August 2024	Annual Growth of 3% overall
Local ELA Benchmark Assessment (iReady Mid-Year)	49% on or above grade level	48% on or above grade level	50% on or above grade level	Annual Growth of 3% overall
Local Math Benchmark Assessment (iReady Mid-Year)	42% on or above grade level	43% on or above grade level	45% on or above grade level	Annual Growth of 3% overall
Annual Teacher and Student (Grades 3-6) Technology Survey	Students in grade 3-6 who report to use technology weekly at school 2021-22: 99% Students in grades 3-6 who report to use technology daily at school 2021-22: 83% Teachers who report students use technology on a daily basis 2021-22: 87.5%	Students in grade 3-6 who report to use technology weekly at school 2022-23: 97% Students in grades 3-6 who report to use technology daily at school 2022-23: 75% Teachers who report students use technology on a daily basis 2022-23: 100%	Students in grade 3-6 who report to use technology weekly at school 2023-24: 94% Students in grades 3-6 who report to use technology daily at school 2023-24: 77% Teachers who report students use technology on a daily basis 2023-24: 78%	Students in grade 3-6 who report to use technology weekly at school 2024-25: 100% Students in grades 3-6 who report to use technology daily at school 2024-25: 85% Teachers who report students use technology on a daily basis 2024-25: 90%

Student Access to Core Subject Areas Using 21st Century Skills	69.3% of students report using technology to work or collaborate with others	71.1% of students report using technology to work or collaborate with others	83.1% of students report using technology to work or collaborate with others.	86% of students report using technology to work or collaborate with others.
	55.1% of students report using technology to communicate with others.	53.5% of students report using technology to communicate with others.	60.7% of students report using technology to communicate with others.	65% of students report using technology to communicate with others.
	51.2% of students report using technology to solve problems or help with their critical thinking in class.	60.6% of students report using technology to solve problems or help with their critical thinking in class.	73.2% of students report using technology to solve problems or help with their critical thinking in class.	75% of students report using technology to solve problems or help with their critical thinking in class.
	84.3% of students report using technology to be creative	65.5% of students report using technology to be creative.	62.8% of students report using technology to be creative.	75% of students report using technology to be creative.

Strategies/Activities

Strategies/Activities Table

Strategy/Activity #	Description	Students to be Served	Proposed Expenditures	Funding Source(s)
Strategy/Activity #1	All teachers TK-6 will receive 2 professional development and common planning days with a focus on common backwards mapping, collaborative planning and common assessment for all students (with the focus on supporting our English learners and students with disabilities) in accessing grade level standards.	All Students Grades TK-6	\$13,000	LCFF
Strategy/Activity #2	Purchase online licenses (such as Reading A-Z, RAZ Kids, Vocabulary A-Z, etc.) as a supplemental resource to support reading, comprehension and fluency in grades TK-6.	Students Grades 1-4	\$1,514	LCFF

Strategy/ Activity #3	Students will use iReady a minimum of 45 minutes a week in Reading and Math with a pass rate of 80%. Teachers and administration will monitor usage and pass rates weekly. Teachers will utilize Standards Mastery assessments as formative data to inform instructional needs.	All Students Grades TK-6	\$0	District Funded
Strategy/ Activity #4	Purchase supplies and materials to supplement the curriculum in the classroom to make the learning more hands on and alive for our students.	All Students Grades TK-6	\$9,000	LCFF
Strategy/ Activity #5	Oak Ridge staff will be proficient in providing education to their students through the use of online platforms such as Google classroom, Google docs, Google Meet, etc. Professional Development will be provided by site mentors, Principal and Oak Grove Ed Tech coaches.	All Students Grades TK-6	\$0	Ed Tech Coaches are District Funded
Strategy/ Activity #6	Purchase projectors for use during instruction.	All Students Grades TK-6	\$1,300	LCFF
Strategy/ Activity #7	Purchase printers, document cameras, bulbs, toner and replacement parts for teachers and staff to support instruction.	All Students Grades TK-6	\$1,000	LCFF
Strategy/ Activity #8	Oak Ridge will maintain 1:1 chromebook devices for all students.	All Students Grades TK-6	\$0	District Funded
Strategy/ Activity #9	Oak Ridge will create an Instructional Leadership Team (ILT) to support the instructional practices and vision of the school. This team oversees the implementation of Professional Learning Community (PLC) work, Positive Behavior Intervention and Supports (PBIS), data analysis, and the overall mission and vision of the school.	All Students Grades TK-6	\$0	No Cost
Strategy/ Activity #10	To meet the needs of all students, teachers will work in Professional Learning Communities (PLC) with the goal of regular student data review, collaborative planning, and reflection. During PLC time, teachers will focus and identify the needs of students needing additional support to increase student proficiency.	All Students Grades TK-6	\$0	No Cost

Annual Review

SPSA Year Reviewed: 2023-2024

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Goal Analysis

An analysis of how this goal was carried out in the previous year.

Describe the overall implementation and effectiveness of the strategies/activities to achieve the articulated goal.

In the 2023-2024 school year, we were able to implement all the strategies listed in Goal 1. Teachers worked diligently during their teacher release time to review data, create long-term plans, and focus more closely on planning around the English Language Arts core curriculum. With the support of the Instructional Leadership Team, Professional Learning Community meetings were held almost monthly with a deep data analysis, planning instructional strategies, and creating common assessments.

Describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

No major differences between the intended implementation and budget expenditures were necessary to implement the above strategies.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

For the 2024-2025 school year, we are incorporating our previous Goal 4 Technology strategies (from 2023-2024) into Goal 1 and 5. Technology plays an important part in supporting our students with academic achievement and can be embedded within Goal 1.

Goal 2

Goal #	Description
Goal 2	We will accelerate the academic achievement toward meeting or exceeding standards for English Learners (EL), low socioeconomic disadvantaged students, Foster Youth, and students of color, as well as increase the language proficiency for EL.

Identified Need

In English Language Arts and Math, Students with Disabilities and English Learners are identified as low through the California Dashboard. Less than 15% of these student groups are proficient in ELA and Math. We will continue to focus our Professional Learning Community work and our Professional Development work to support these student groups.

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	2021-2022 Data	2022-2023 Data	2023-2024 Data	Desired Outcome for 2024-2025
English Learner Reclassification Rate	20%	19.5%	10%	15-20% of English Learners Reclassified Annually
Long Term English Learner (LTEL) Rate	25%	21%	15%	20% or Less of English Learners Identified as LTEL
Local ELA Benchmark Assessment for Student Groups (iReady Mid-Year)	40% of Latino students scored at or above grade level 34% of Black students scored at or above grade level 30% of English learners scored at or above grade level	32% of Latino students scored at or above grade level 37% of Black students scored at or above grade level 14% of English learners scored at or above grade level	32% of Latino students scored at or above grade level 62.5% of Black students scored at or above grade level 14% of English learners scored at or above grade level	Annual Growth of 5% overall
Local Math Benchmark Assessment for Student Groups (iReady Mid-Year)	26% of Latino students scored at or above grade level 7% of Black students scored at or above grade level 26% of English learners scored at or above grade level	24% of Latino students scored at or above grade level 16% of Black students scored at or above grade level 18% of English learners scored at or above grade level	26.6% of Latino students scored at or above grade level 37.5% of Black students scored at or above grade level 16.8% of English learners scored at or above grade level	Annual Growth of 5% overall
California Dashboard Academic Indicator	Status- Low	Status- Orange	Status available Fall 2024	Blue, Green, or increase of one performance level listed for student groups

Strategies/Activities

Strategies/Activities Table

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures	Funding Source(s)
Strategy/ Activity #1	English Learner Teacher Partners (instructional coaches) will support identification and reclassification process for EL. The English Learner Teacher Partner will also support with monthly professional development around Integrated and Designated English Language Development. The ELTP will also support with the implementation of SEAL.	EL Students Grades TK-6	\$0	District Funded
Strategy/ Activity #2	Provide Printshop funding so teachers can duplicate and create additional materials to support understanding of curriculum in the areas of reading, writing, math, social studies and science.	EL & SED Students Grades TK-6	\$5,000	LCFF
Strategy/ Activity #3	Provide targeted after school reading and math academies specifically focused on foundational reading and math skills for our English Learners, students with disabilities or students who are two grade levels or more below on the iReady diagnostic.	EL, SED & FY Students Grades TK-6	\$10,000	Title III Supplemental Fund
Strategy/ Activity #4	All teachers will monitor student engagement and participation daily to ensure that their English Learners (EL), low socioeconomic disadvantaged students (SED), Foster Youth, and students of color are engaged daily in the learning and participating in classroom activities.	EL, SED & FY Students Grades TK-6	\$0	No Cost
Strategy/ Activity #5	To meet the needs of English Learners, low socioeconomic disadvantaged students, foster youth, and students of color, teachers will work in Professional Learning Communities (PLC) to implement best practices with the goal of regular student data review, collaborative planning, and reflection. During PLC time, teachers will focus and identify the needs of their EL and socioeconomically disadvantaged students with the goal of increasing student proficiency.	EL, SED & FY Students Grades TK-6	\$0	No Cost
Strategy/ Activity #6	We will begin our SEAL implementation for TK-1 grade classrooms in order to meet the needs of our English Learners. Teachers will be trained on SEAL strategies over the course of 2 years with ongoing professional development and support from our ELTP coach.	EL Students Grades TK-1	\$0	District Funded

Annual Review

SPSA Year Reviewed: 2023-2024

Goal Analysis

Describe the overall implementation and effectiveness of the strategies/activities to achieve the articulated goal.

In the 2023-2024 school year, we were able to implement all the strategies listed in Goal 2 with the exception of targeted after school reading and math academies. Due to staffing shortages, we were unable to provide the academic academies for our English Learners, students with disabilities, or students who were two or more grade levels below on the iReady diagnostic. Teachers focused on their English Learners in the PLC meetings and we also continued with integrated and designated ELD professional development with a focus around ELA and Math.

Describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

No major differences between the intended implementation and budget expenditures were necessary to implement the above strategies.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

For the 2024-2025 school year, we are beginning the implementation process of SEAL in grades TK through First. The new implementation strategy (Strategy 6) will support our English Learners in their acquisition of the English language in listening, speaking, reading and writing. Our teachers will be learning strategies to support our students in all content areas.

Goal 3

Goal #	Description
Goal 3	We will provide an inclusive learning environment for students with disabilities to best support social, emotional and academic development.

Identified Need

Oak Ridge is one of the five elementary campuses within the Oak Grove School District which houses special day class classrooms. Oak Ridge has five non-categorical special day classrooms. California Dashboard data indicates that Students with Disabilities (SWD) perform at the orange (low) level in both ELA and Math. Students with disabilities currently make up 20% of the total students at Oak Ridge. Furthermore, students with disabilities need more opportunities to mainstream with their general education peers in the area of academics, social, and emotional development. Collaboration among the general education teachers, special education teachers, and support staff are paramount in creating an inclusive learning environment.

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	2021-2022 Data	2022-2023 Data	2023-2024 Data	Desired Outcome for 2024-2025
CA Dashboard Academic Indicator for Special Education	Status- Very low	Status- Orange (low)	Available August 2024	Blue, Green, or increase of one performance level for Special Education Group
Local ELA Benchmark Assessment (iReady Mid-Year)	16% of Students with Disabilities Performed at or above grade level	19% of Students with Disabilities Performed at or above grade level	17.6% of Students with Disabilities Performed at or above grade level	Annual Growth of 5% growth for Special Education Group
Local Math Benchmark Assessment (iReady Mid-Year)	16% of Students with Disabilities Performed at or above grade level	22% of Students with Disabilities Performed at or above grade level	14.8% of Students with Disabilities Performed at or above grade level	Annual Growth of 5% growth for Special Education Group
Inclusion Data of Students with Disabilities	<p>47% of Students with Disabilities in General Education Settings for at least 80% of their day</p> <p>49% of Students with Disabilities in Special Day Classes in General Education Settings for at least 40% of their day</p>	<p>50% of Students with Disabilities in General Education Settings for at least 80% of their day</p> <p>46% of Students with Disabilities in Special Day Classes in General Education Settings for at least 40% of their day</p>	<p>55.29% of Students with Disabilities in General Education Settings for at least 80% of their day</p> <p>40.95% of Students with Disabilities in Special Day Classes in General Education Settings for at least 40% of their day</p>	<p>60% of Students with Disabilities in General Education Settings for at least 40% of their day</p> <p>45% of Students with Disabilities in Special Day Classes in General Education Settings for at least 40% of their day</p>

Strategies/Activities

Strategies/Activities Table

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures	Funding Source(s)
Strategy/ Activity #1	Utilizing the Professional Learning Community (PLC) model, monitor the instruction and data for students with disabilities. Teachers will meet monthly to review data from students with disabilities and plan instruction to best meet their needs.	SWD Students Grades TK-6	\$0	No Cost
Strategy/ Activity #2	Analyze the effectiveness of intervention programs (Sunday, Kimochis, etc.) and purchase supplemental curriculum for our special day classes to support reading comprehension, math, and writing.	SWD Students Grades TK-6	\$1,000	LCFF
Strategy/ Activity #3	Hold weekly site support staff meetings that include the principal, resource teacher, speech and language pathologist, psychologist, community liaisons and social worker interns. The focus of the meeting is to discuss and give updates on upcoming IEPs, services and potential students at risk for special education identification. There is much conversation about students who need tier 2 interventions and strategies. The goal is to provide intervention early.	SWD Students Grades TK-6	\$0	No Cost
Strategy/ Activity #4	At the beginning of the year, collaborate as a staff to determine significant mainstreaming opportunities for our SDC students. Student interest and strengths will be determined and best fits in in the general education environment, in regards to content and desired instructional time duration, will be established.	SWD Students Grades TK-6	\$0	No Cost
Strategy/ Activity #5	Schedule and conduct IEP meetings for students with identified needs and goals. Meetings include general education teacher, parent or guardian and all members of the IEP team. Compliance is a priority. Case managers ensure that all teachers who have students with IEPs, BIPS or other individualized plans clearly understand the goals, interventions and who the team is for the child. Case managers and psychologist communicate with general education teachers to provide relevant support designed to support the student.	SWD Students Grades TK-6	\$0	No Cost

Annual Review

SPSA Year Reviewed: 2023-2024

Goal Analysis

An analysis of how this goal was carried out in the previous year.

Describe the overall implementation and effectiveness of the strategies/activities to achieve the articulated goal.

In the 2023-2024 school year, we were able to implement all the strategies listed in Goal 3. Special Education teachers and General Education teachers collaborated throughout the year to provide mainstreaming opportunities for students to grow both academically and socially. Teachers also utilized supplemental learning tools to provide more engaging, hands-on learning experiences for their students to further understanding and to give opportunities for learners with unique learning modalities to interact with the core curriculum. Monthly PLC and Special Education Department meetings allowed collaboration time among the special education teachers to review and analyze data, share resources and ideas, and plan around curricular areas.

Describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

No major differences between the intended implementation and budget expenditures were necessary to implement the above strategies.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

For the 2024-2025 school year, we are including the expectation that general education and special education teachers will meet regularly to discuss mainstreaming opportunities for students with disabilities (Strategy 4). As it is a goal to increase the amount of time a student with disabilities is mainstreamed into the general education classroom, frequent collaboration among teachers will support this action. Moreover, we are including the IEP Meeting strategy (Strategy 5) as this is a practice that has been historically a part of Oak Ridge's practices. Ensuring that this is included in the SPSA allows transparency that IEPs are regularly held within compliance.

Goal 4

Goal #	Description
Goal 4	We will actively engage families and community members in supporting the implementation of CCSS instruction, and providing input to program decisions as well as including parent involvement on campus and school events.

Identified Need

Oak Ridge typically has low attendance at various in-person parent meetings and events. At the district level, parent groups such as HABLA, African American Koffee Klatch, and DELAC meetings, see less than 50% consistent representation. With the transition to an online meeting platform instead of an in-person meeting, parents are able to attend virtually at their convenience from home or work, and may not have a need for childcare. However, attendance for certain parent group meetings are still low. During the past two years, attendance has slightly improved if online and in-person meetings are alternated. For larger school events, such as Back to School Night and Open House, attendance is higher.

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	2021-2022 Data	2022-2023 Data	2023-2024 Data	Desired Outcome for 2024-2025
Attendance at School Parent Meetings	Average of 3 parents attended 4 ELAC meetings during the school year	Average of 3 parents attended 4 ELAC meetings during the school year 80% of District DELAC Meetings were attended by the school representative	Average of 3 parents attended 4 ELAC meetings during the school year 80% of District DELAC Meetings were attended by the school representative	Average of 5 parents will attend each ELAC meeting (4-5 meetings per year) 100% of District DELAC Meetings are attended by the school representative
Parent Engagement Events/Community Events	68% of families that attended Open House Night (Due to COVID-19, attendance of the virtual Back to School Night could not be captured)	65% of parents will attend Back to School Night 68% of families will attend Open House Night	63% of parents will attend Back to School Night 67% of families will attend Open House Night	75% of parents will attend Back to School Night 78% of families will attend Open House Night
ParentSquare Delivery and Post Data	99% of parents are contactable via ParentSquare	99% of parents are contactable via ParentSquare Posts: School- 211 Class- 873 Group- 56	100% of parents are contactable via ParentSquare Posts: School- 154 Class-827 Group-60	100% of parents are contactable via ParentSquare

Strategies/Activities

Strategies/Activities Table

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures	Funding Source(s)
Strategy/ Activity #1	Principal will provide weekly newsletters and event calendars to all parents to stay informed of all information nights, parent meetings and ways to get involved.	All Students Grades TK-6	\$0	No Cost- done via ParentSquare and Facebook
Strategy/ Activity #2	Oak Ridge will host monthly or bi-monthly parent virtual meetings where parents can receive information regarding the implementation of the Common Core State Standards, testing, ways to give input/feedback, etc. Some of the meetings include: School Site Council, English Language Advisory Committee, Home and School Club, Hispanic Parents, Koffee Klatch, etc.	All Students Grades TK-6	\$0	No Cost
Strategy/ Activity #3	The Oak Grove School District will provide families information during - Parent Information Nights on topics relevant to parenting and student success - Comprehensive Sexual Health Education Night in grades 5 and 7/ Adult ESL class offerings.	All Students Grades TK-6	\$0	District Funded

Annual Review

SPSA Year Reviewed: **2023-2024**

Goal Analysis

An analysis of how this goal was carried out in the previous year.

Describe the overall implementation and effectiveness of the strategies/activities to achieve the articulated goal.

In the 2023-2024 school year, we were able to implement all the strategies listed in Goal 4. Weekly newsletters through ParentSquare included monthly calendars, lunch and snack menus, upcoming events and other district/school information. Monthly meetings were held with multiple parent groups; attendance was similar in previous years. Larger school events such as Movie Night and Color Run were widely attended.

Describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

No major differences between the intended implementation and budget expenditures were necessary to implement the above strategies.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

Continued efforts in all strategy areas are planned for the 2024-2025 school year.

Goal 5

Goal #	Description
Goal 5	School and classroom environments support learning, creativity, safety, and engagement.

Identified Need

On the California Dashboard, English Learners, Socioeconomically Disadvantaged, and Students with Disabilities ranked very low or low for Chronic Absenteeism. Since COVID-19, we've seen an upward trend in absences for a myriad of reasons- illnesses, anxiety, and depression to name a few. We will continue efforts to improve attendance for these student groups including incentivizing attendance through individual and grade level goals, and place an emphasis on the SARB process. For the suspension rate, Hispanic students, English Learners, Socioeconomically Disadvantaged students, and Students with Disabilities ranked low. In addition to morning meetings, social-emotional daily check-ins, and creating welcoming and affirming environments, restorative practices, access to counseling and social emotional lessons will be implemented.

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	2021-2022 Data	2022-2023 Data	2023-2024 Data	Desired Outcome for 2024-2025
Attendance Annual Average	92.9%	93.22%	95.02%	98%
Chronic Absenteeism	24%	14%	17.5%	The Chronic Absenteeism rate will be reduced to 5%.
CA Dashboard Chronic Absenteeism Indicator	Status- Very High	Status- Orange (low)	Available August 2024	No student groups in red or orange
Suspension Rate	0%	0.2%	0.9%	1% or less
CA Dashboard Suspension Indicator	Status- Very Low	Status- Yellow (low)	Available August 2024	All student groups remain in blue and green
Expulsion Rate	0%	0%	0%	0 Students
Student Safety Survey	3rd-6th Graders- 68% feel safe at school	3rd-6th Graders- 87% feel safe at school	3rd-6th Graders- 88% feel safe at school	3rd-6th Graders- 80% or more feel safe at school
Student Connectedness and Belonging	3rd-6th Graders- 59.5% have a sense of connectedness and belonging at school	3rd-6th Graders- 78% have a sense of connectedness and belonging at school	3rd-6th Graders- 75% have a sense of connectedness and belonging at school	3rd-6th Graders- 80% have a sense of connectedness and belonging at school

Strategies/Activities

Strategies/Activities Table

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures	Funding Source(s)
Strategy/ Activity #1	Develop a PBIS Mentor at each site to support the implementation through data analysis.	All Students Grades TK-6	\$0	District Funded
Strategy/ Activity #2	Implement, monitor, and provide professional development to all site teams on the main tenets and practices of (PBIS) Positive Behavioral Interventions and Supports and Restorative Practices. Purchases may include additional professional development for staff, incentives for students, etc.	All Students Grades TK-6	\$500	LCFF

Strategy/ Activity #3	Provide administrative coverage at all times on site to support the implementation of PBIS and the positive school climate while the principal is off site or at professional development training. The cost of this would be to cover (up to 2 days) of a teacher in charge to support the staff as needed.	All Students Grades TK-6	\$500	LCFF
Strategy/ Activity #4	Implement, monitor, and provide professional development to site teams on the main tenets and practices of (PBIS) Positive Behavioral Interventions and Supports.	All Students Grades TK-6	\$500	LCFF
Strategy/ Activity #5	Provide on site social work intern services three days a week for referred Oak Ridge students for support around social/emotional and mental health issues.	All Students Grades TK-6	\$4,408	LCFF
Strategy/ Activity #6	Provide monthly incentives for all students that have perfect attendance within the month.	All Students Grades TK-6	\$200	Home and School Club
Strategy/ Activity #7	To provide a school-wide common language among social-emotional learning, teachers will teach the Second Step curriculum lessons to reinforce classroom climate and culture.	All Students Grades TK-6	\$0	3-Year Digital License was purchased during the 2023-2024 school year
Strategy/ Activity #8	Oak Ridge staff will ensure they are doing daily social/emotional checks, morning meetings, and/or restorative/community circles with students and refer any students for counseling that may need the additional support.	All Students Grades TK-6	\$0	No Cost
Strategy/ Activity #9	Provide students a variety of after school activities that promote positive social interactions, teamwork, goal setting and cooperative learning, such as, but not limited to, Art Club, Game Club, Coding Club and Basketball Club.	All Students Grades TK-6	\$4000 \$13,455	LCFF Prop 28 Funding

Strategy/ Activity #10	Implement, monitor, and provide attendance Interventions and Support to all families with an emphasis on students with disabilities, English learners, or socioeconomically disadvantaged (SED) including but not limited to: <ul style="list-style-type: none"> • Share monthly attendance reports with staff, parents, and community members during school monthly meetings. • Community outreach to families that have chronic absences as shown in monthly attendance reports. • Develop 1-2 Super Saturday Attendance Recovery Lead Teacher(s) at the site to support the implementation through data analysis. • Personally invite families to Super Saturday Attendance Recovery Classes. • Provide one Professional development to the Lead Super Saturday Attendance Recovery teachers. 	All Students Grades TK-6	\$0	District Funded
Strategy/ Activity #11	Oak Ridge students in grades 3-6 will receive a presentation focusing on cyber safety, cyberbullying, gaming, social media and digital citizenship.	Students Grades 3-6	\$0	No Cost

Annual Review

SPSA Year Reviewed: 2023-2024

Goal Analysis

An analysis of how this goal was carried out in the previous year.

Describe the overall implementation and effectiveness of the strategies/activities to achieve the articulated goal.

In the 2023-2024 school year, we were able to implement all the strategies listed in Goal 5. We saw a slight decrease in the number of office referrals as well as an increase in students feeling safe at school and with our attendance rate. We still face challenges with chronic absenteeism and despite efforts to incentivize attendance, a stronger focus on this for the next school year is needed.

Describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

Strategy 5, providing on site counseling services at Oak Ridge, the \$4000 allocated to support this was not used. The district was able to provide 1.5 days of a mental health intern and 2 days of a social worker intern, which was no cost to the school. The \$4000 was reallocated to support technology in the classroom (formerly Goal 4) and to provide Professional Development around challenging behaviors to support Strategy 4 in Goal 4 (now Goal 5).

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

For the 2024-2025 school year, we are including attendance monitoring as a strategy (#10). Students with Disabilities, low socioeconomically disadvantaged students, Hispanic Students, and English Learners have higher rates of absenteeism. With frequent communication with families and staff/teachers, we hope to improve attendance for these student groups. Furthermore, Oak Ridge has a well established Saturday Academy program and including it as a strategy for the next school year highlights our efforts for improving our Average Daily Attendance (ADA) and recover some of the funding for absences.

Budget Summary

Complete the Budget Summary Table below. Schools may include additional information, and adjust the table as needed. The Budget Summary is required for schools funded through the Consolidated Application (ConApp).

Budget Summary Table

DESCRIPTION	AMOUNT
Total Funds Provided to the School Through the ConApp	\$ [Enter amount here]
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$88,689

Other Federal, State, and Local Funds

List the additional Federal programs that the school includes in the schoolwide program. Adjust the table as needed.

Note: If the school is not operating a Title I schoolwide program, this section is not applicable and may be deleted.

Federal Programs	Allocation (\$)
[List federal program here]	\$(Enter amount here)

Subtotal of additional federal funds included for this school: \$0

List the State and local programs that the school is including in the schoolwide program. Duplicate the table as needed.

State or Local Programs	Allocation (\$)
LCFF	\$41,722
Site Discretionary Funds	\$18,130
Parcel Tax	\$5,382
Title III Supplemental Funds	\$10,000
Prop 28 Funding	\$13,455

Subtotal of state or local funds included for this school: \$88,689

Total of federal, state, and/or local funds for this school: \$88,689

Instructions

The School Plan for Student Achievement (SPSA) is a strategic plan that maximizes the resources available to the school while minimizing duplication of effort with the ultimate goal of increasing student achievement. SPSA development should be aligned with and inform the Local Control and Accountability Plan (LCAP) process.

This SPSA template consolidates all school-level planning efforts into one plan for programs funded through the Consolidated Application (ConApp) pursuant to California *Education Code (EC)* Section 64001 and the Elementary and Secondary Education Act (ESEA) as amended by the Every Student Succeeds Act (ESSA). This template is designed to meet schoolwide program planning requirements.

California's ESSA State Plan supports the state's approach to improving student group performance through the utilization of federal resources. Schools use the SPSA to document their approach to maximizing the impact of federal investments in support of underserved students. The implementation of ESSA in California presents an opportunity for schools to innovate with their federally-funded programs and align them with the priority goals of the school and the local educational agency (LEA) that are being realized under the state's Local Control Funding Formula (LCFF).

The LCFF provides schools and LEAs flexibility to design programs and provide services that meet the needs of students in order to achieve readiness for college, career, and lifelong learning. The SPSA planning process supports continuous cycles of action, reflection, and improvement. Consistent with *EC 64001(g)(1)*, the Schoolsite Council (SSC) is required to develop and annually review the SPSA, establish an annual budget, and make modifications to the plan that reflect changing needs and priorities, as applicable.

For questions related to specific sections of the template, please see instructions below.

Instructions: Table of Contents

The SPSA template meets the requirements of schoolwide planning (SWP).

- [Plan Description](#)
- [Educational Partner Involvement](#)
- [Comprehensive Needs Assessment](#)
- [Goals, Strategies/Activities, and Expenditures](#)
- [Annual Review](#)
- [Budget Summary](#)
- [Appendix A: Plan Requirements for Title I Schoolwide Programs](#)
- [Appendix B: Select State and Federal Programs](#)

For additional questions or technical assistance related to LEA and school planning, please contact the CDE's Local Agency Systems Support Office, at LCFF@cde.ca.gov.

For programmatic or policy questions regarding Title I schoolwide planning, please contact the LEA, or the CDE's Title I Policy and Program Guidance Office at TITLEI@cde.ca.gov.

Plan Description

Briefly describe the school's plan to effectively meet the ESSA requirements in alignment with the LCAP and other federal, state, and local programs.

Educational Partner Involvement

Meaningful involvement of parents, students, and other stakeholders is critical to the development of the SPSA and the budget process. Within California, these stakeholders are referred to as educational partners. Schools must share the SPSA with school site-level advisory groups, as applicable (e.g., English Learner Advisory committee, student advisory groups, tribes and tribal organizations present in the community, as appropriate, etc.) and seek input from these advisory groups in the development of the SPSA.

The Educational Partner Engagement process is an ongoing, annual process. Describe the process used to involve advisory committees, parents, students, school faculty and staff, and the community in the development of the SPSA and the annual review and update.

Comprehensive Needs Assessment

Referring to the California School Dashboard (Dashboard), identify: (a) any state indicator for which overall performance was in the "Red" or "Orange" performance

category AND (b) any state indicator for which performance for any student group was two or more performance levels below the “all student” performance. In addition to Dashboard data, other needs may be identified using locally collected data developed by the LEA to measure pupil outcomes.

When completing this section for SWP, the school shall describe the steps it is planning to take to address these areas of low performance and performance gaps to improve student outcomes.

Completing this section fully addresses all relevant federal planning requirements.

Goals, Strategies/Activities, and Expenditures

In this section, a school provides a description of the annual goals to be achieved by the school. This section also includes descriptions of the specific planned strategies/activities a school will take to meet the identified goals, and a description of the expenditures required to implement the specific strategies and activities.

Goal

Well-developed goals will clearly communicate to educational partners what the school plans to accomplish, what the school plans to do in order to accomplish the goal, and how the school will know when it has accomplished the goal. A goal should be specific enough to be measurable in either quantitative or qualitative terms. Schools should assess the performance of their student groups when developing goals and the related strategies/activities to achieve such goals. SPSA goals should align to the goals and actions in the LEA's LCAP.

A goal is a broad statement that describes the desired result to which all strategies/activities are directed. A goal answers the question: What is the school seeking to achieve?

It can be helpful to use a framework for writing goals such as the S.M.A.R.T. approach. A S.M.A.R.T. goal is:

- **S**pecific,
- **M**easurable,
- **A**chievable,
- **R**ealistic, and
- **T**ime-bound.

A level of specificity is needed in order to measure performance relative to the goal as well as to assess whether it is reasonably achievable. Including time constraints, such as milestone dates, ensures a realistic approach that supports student success.

A school may number the goals using the “Goal #” for ease of reference.

Identified Need

Describe the basis for establishing the goal. The goal should be based upon an analysis of verifiable state data, including local and state indicator data from the Dashboard and data from the School Accountability Report Card, including local data voluntarily collected by districts to measure pupil achievement.

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that the school will use as a means of evaluating progress toward accomplishing the goal. A school may identify metrics for specific student groups. Include in the baseline column the most recent data associated with the metric or indicator available at the time of adoption of the SPSA. The most recent data associated with a metric or indicator includes data reported in the annual update of the SPSA. In the subsequent Expected Outcome column, identify the progress the school intends to make in the coming year.

Strategies/Activities Table

Describe the strategies and activities being provided to meet the goal.

Complete the table as follows:

- Strategy/Activity #: Number the strategy/activity using the “Strategy/Activity #” for ease of reference.
- Description: Describe the strategy/activity.
- Students to be Served: Identify in the Strategy/Activity Table either All Students or one or more specific student groups that will benefit from the strategies and activities. ESSA Section 1111(c)(2) requires the schoolwide plan to identify either “All Students” or one or more specific student groups, including socioeconomically disadvantaged students, students from major racial and ethnic groups, students with disabilities, and English learners.
- Proposed Expenditures: List the amount(s) for the proposed expenditures.

Proposed expenditures that are included more than once in a SPSA should be indicated as a duplicated expenditure and include a reference to the goal and strategy/activity where the expenditure first appears in the SPSA. Pursuant to *EC* Section 64001(g)(3)(C), proposed expenditures, based on the projected resource allocation from the governing board or governing body of the LEA, to address the findings of the needs assessment consistent with the state priorities including identifying resource inequities which may include a review of the LEA’s budgeting, its LCAP, and school-level budgeting, if applicable.

- Funding Sources: List the funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal, identify the Title and Part, as applicable), Other State, and/or Local.

Planned strategies/activities address the findings of the comprehensive needs assessment consistent with state priorities and resource inequities, which may have been identified through a review of the LEA's budgeting, its LCAP, and school-level budgeting, if applicable.

Annual Review

In the following Goal Analysis prompts, identify any material differences between what was planned and what actually occurred as well as significant changes in strategies/activities and/or expenditures from the prior year. This annual review and analysis should be the basis for decision-making and updates to the plan.

Goal Analysis

Using actual outcome data, including state indicator data from the Dashboard, analyze whether the planned strategies/activities were effective in achieving the goal. Respond to the prompts as instructed. Respond to the following prompts relative to this goal.

- Describe the overall implementation and effectiveness of the strategies/activities to achieve the articulated goal.
- Briefly describe any major differences between the intended implementation and/or material difference between the budgeted expenditures to implement the strategies/activities to meet the articulated goal.
- Describe any changes that will be made to the goal, expected annual measurable outcomes, metrics/indicators, or strategies/activities to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard, as applicable. Identify where those changes can be found in the SPSA.

Note: *If the school is in the first year of implementing the goal, the Annual Review section is not required and this section may be left blank and completed at the end of the year after the plan has been executed.*

Budget Summary

In this section, a school provides a brief summary of the funding allocated to the school through the ConApp and/or other funding sources as well as the total amount of funds for proposed expenditures described in the SPSA. The Budget Summary is required for schools funded through the ConApp.

Note: If the school is not operating a Title I schoolwide program, this section is not applicable and may be deleted.

Budget Summary Table

A school receiving funds allocated through the ConApp should complete the Budget Summary Table as follows:

- **Total Funds Provided to the School Through the ConApp:** This amount is the total amount of funding provided to the school through the ConApp for the school year. The school year means the fiscal year for which a SPSA is adopted or updated.
- **Total Funds Budgeted for Strategies to Meet the Goals in the SPSA:** This amount is the total of the proposed expenditures from all sources of funds associated with the strategies/activities reflected in the SPSA. To the extent strategies/activities and/or proposed expenditures are listed in the SPSA under more than one goal, the expenditures should be counted only once.

Appendix A: Plan Requirements for Title I Schoolwide Programs

Schoolwide Program Requirements

This School Plan for Student Achievement (SPSA) template meets the requirements of a schoolwide program plan. The requirements below are for planning reference.

A school that operates a schoolwide program and receives funds allocated through the ConApp is required to develop a SPSA. The SPSA, including proposed expenditures of funds allocated to the school through the ConApp, must be reviewed annually and updated by the Schoolsite Council (SSC). The content of a SPSA must be aligned with school goals for improving student achievement.

Requirements for Development of the Plan

- I. The development of the SPSA shall include both of the following actions:
 - A. Administration of a comprehensive needs assessment that forms the basis of the school's goals contained in the SPSA.
 1. The comprehensive needs assessment of the entire school shall:
 - a. Include an analysis of verifiable state data, consistent with all state priorities as noted in Sections 52060 and 52066, and informed by all indicators described in Section 1111(c)(4)(B) of the federal Every Student Succeeds Act, including pupil performance against state-determined long-term goals. The school may include data voluntarily developed by districts to measure pupil outcomes (described in the Identified Need).
 - b. Be based on academic achievement information about all students in the school, including all groups under §200.13(b)(7) and migratory children as defined in section 1309(2) of the ESEA, relative to the State's academic standards under §200.1 to:
 - i. Help the school understand the subjects and skills for which teaching and learning need to be improved.
 - ii. Identify the specific academic needs of students and groups of students who are not yet achieving the State's academic standards.

- iii. Assess the needs of the school relative to each of the components of the schoolwide program under §200.28.
 - iv. Develop the comprehensive needs assessment with the participation of individuals who will carry out the schoolwide program plan.
 - v. Document how it conducted the needs assessment, the results it obtained, and the conclusions it drew from those results.
- B. Identification of the process for evaluating and monitoring the implementation of the SPSA and progress towards accomplishing the goals set forth in the SPSA (described in the Expected Annual Measurable Outcomes and Annual Review and Update).

Requirements for the Plan

- II. The SPSA shall include the following:
 - A. Goals set to improve pupil outcomes, including addressing the needs of student groups as identified through the needs assessment.
 - B. Evidence-based strategies, actions, or services (described in Strategies and Activities)
 1. A description of the strategies that the school will be implementing to address school needs, including a description of how such strategies will:
 - a. Provide opportunities for all children including each of the subgroups of students to meet the challenging state academic standards
 - b. Use methods and instructional strategies that:
 - i. Strengthen the academic program in the school,
 - ii. Increase the amount and quality of learning time, and
 - iii. Provide an enriched and accelerated curriculum, which may include programs, activities, and courses necessary to provide a well-rounded education.
 - c. Address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging State academic standards, so that all students demonstrate at least proficiency on the State's academic standards through activities which may include:
 - i. Strategies to improve students' skills outside the academic subject areas;
 - ii. Preparation for and awareness of opportunities for postsecondary education and the workforce;
 - iii. Implementation of a schoolwide tiered model to prevent and address problem behavior;
 - iv. Professional development and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data; and

- v. Strategies for assisting preschool children in the transition from early childhood education programs to local elementary school programs.
- C. Proposed expenditures, based on the projected resource allocation from the governing board or body of the LEA (may include funds allocated via the ConApp, federal funds, and any other state or local funds allocated to the school), to address the findings of the needs assessment consistent with the state priorities, including identifying resource inequities, which may include a review of the LEAs budgeting, it's LCAP, and school-level budgeting, if applicable (described in Proposed Expenditures and Budget Summary). Employees of the schoolwide program may be deemed funded by a single cost objective.
- D. A description of how the school will determine if school needs have been met (described in the Expected Annual Measurable Outcomes and the Annual Review and Update).
 - 1. Annually evaluate the implementation of, and results achieved by, the schoolwide program, using data from the State's annual assessments and other indicators of academic achievement;
 - 2. Determine whether the schoolwide program has been effective in increasing the achievement of students in meeting the State's academic standards, particularly for those students who had been furthest from achieving the standards; and
 - 3. Revise the plan, as necessary, based on the results of the evaluation, to ensure continuous improvement of students in the schoolwide program.
- E. A description of how the school will ensure parental involvement in the planning, review, and improvement of the schoolwide program plan (described in Educational Partner Involvement and/or Strategies/Activities).
- F. A description of the activities the school will include to ensure that students who experience difficulty attaining proficient or advanced levels of academic achievement standards will be provided with effective, timely additional support, including measures to:
 - 1. Ensure that those students' difficulties are identified on a timely basis; and
 - 2. Provide sufficient information on which to base effective assistance to those students.

- G. For an elementary school, a description of how the school will assist preschool students in the successful transition from early childhood programs to the school.
- H. A description of how the school will use resources to carry out these components (described in the Proposed Expenditures for Strategies/Activities).
- I. A description of any other activities and objectives as established by the SSC (described in the Strategies/Activities).

Authority Cited: Title 34 of the *Code of Federal Regulations (34 CFR)*, sections 200.25-26, and 200.29, and sections-1114(b)(7)(A)(i)-(iii) and 1118(b) of the ESEA. *EC* sections 64001 et. seq.

Appendix B: Select State and Federal Programs

For a list of active programs, please see the following links:

- Programs included on the ConApp: <https://www.cde.ca.gov/fg/aa/co/>
- ESSA Title I, Part A: School Improvement: <https://www.cde.ca.gov/sp/sw/t1/schoolsupport.asp>
- Available Funding: <https://www.cde.ca.gov/fg/fo/af/>

Updated by the California Department of Education, October 2023



Oak Ridge is a safe and respectful community,
collaborating to inspire and engage the whole
child through a balanced curriculum.



Oak Ridge Elementary School

School Site Council Agenda

Tuesday, May 14, 2024- 5:00-6:00 PM

Google Meet Link: <https://meet.google.com/kwo-ract-pvj>

1. Welcome
2. Approve the Minutes of March 19, 2024 Meeting
3. Share School Community Updates/ Public Comment
4. Review and approve the 24-25 School Plan for Student Achievement
5. New Vision and Mission Statement
6. Adjourn

All parents and community members are welcome to attend!

Oak Ridge Elementary - School Site Council Notes

Meeting Date: March 19, 2024 (Google Meet)

Meeting called to order at 5:09 PM by Yabing Hooda and second by Hannah Carter

- I. Welcome / Introductions / Take Virtual Attendance
 - A. SSC Members Present: *See attached attendance sheet*
 - B. Also in Attendance: *See attached attendance sheet*
 - C. Members Absent: *See attached attendance sheet*
- II. Review/Approve School Site Council Notes from March 19, 2024
 - A. Approved by Manu Joshi and second by Elisa Villalobos
- III. School Community Updates/Public Comment
 - A. 6th grade Graduation and Kinder promotion June 6th
 - B. No additional public comments
- IV. 24-25 School Plan for Student Achievement Feedback
 - A. Approved by Elisa Villalobos and second by Amanda Fine
- V. iReady end of year data
- VI. Vision/Mission Feedback
- VII. Meeting adjourned at 6:10PM. Motion to adjourn by Hannah Carter, second by Manu Joshi and all in favor.

